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ABSTRACT

One of eight sections of a handbook for use by vocational teacher educators in improving vocational teacher education linkage with business, industry, and labor, this sixth section deals with the use of site visit experiences for promoting vocational teacher education department linkages with the private sector. (Site visits, as defined here, encompass all organized trips/tours to business, industry, and labor or other institutional sites. They can involve students, inservice teachers, and faculty and have as their main goal the achievement of educational objectives.) Although the guidelines for planning and implementing site visits are intended for use by faculty members of vocational teacher education departments, the materials are considered easily adaptable for use by vocational educators at postsecondary and secondary levels. An introduction outlines the whole handbook and lists behavioral objectives for this section. Basic activities common to most site visit planning are described as a model approach. Suggested alternative forms and procedures are then presented to aid departments in developing plans that are unique to their own situation. A chapter on administrative details deals with the investigation and establishment of policies and procedures and contains a checklist of planning steps. (JT)

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BUSINESS-INDUSTRY-LABOR LINKAGES: A Handbook for Improving Personnel Development Programs

Handbook Section #6

SITE VISITS

CONDUCTING BUSINESS, INDUSTRY, AND LABOR SITE VISITS

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Improving Vocational Teacher Education Department
Linkages with Business, Industry, and Labor

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

June 1977

CE 015 001

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FOREWORD

Continuing advances in technology, changing employment opportunities, and changing work requirements demand that vocational teacher educators establish linkages with the private sector in order to keep up-to-date in their efforts to support relevant education programs for youth and adults. It is recognized also that in developing these linkages, vocational educators can be helpful to their business, industry, and labor counterparts.

Educators must share their concerns for the design and maintenance of viable vocational education programs. Giving visibility to effective strategies and working arrangements will help spread the practice of utilizing business, industry, and labor inputs and, in the process will greatly strengthen the possibilities of placing vocational education graduates in satisfying and rewarding careers.

These eight handbook sections are a response to the need for direction and suggestions in increasing business, industry, and labor inputs into vocational teacher education programs. The guidelines contained in the handbook sections are intended for use by faculty members of vocational teacher education departments, but the material is also easily adaptable for use by vocational educators at the post-secondary and secondary levels.

A strength of these handbook sections is the interest and involvement of vocational education teacher educators across the nation. Appreciation is expressed to the many educators who contributed materials and reviews of the initial drafts. Center staff involved in the development of the Resource Handbook sections include Dr. Richard Dieffenderfer, project director, Ms. Lee Kopp, and Mr. Orest Cap.

Robert E. Taylor
Executive Director
The Center for Vocational Education

Preface

Resource Handbook Development

The Resource Handbook for improving vocational teacher education linkage with business, industry, and labor was prepared as resource materials for an EPDA Training Workshop conducted at The Center for Vocational Education, April 18-19, 1977. The training workshop and resource materials development work are part of the activities of a Center project sponsored by the U.S. Office of Education and the Ohio Department of Education, Division of Vocational Education under EPDA Part F, Section 553 as a national priority project entitled: "Improving Business, Industry, Labor Inputs into Personnel Development Programs."

The Resource Handbook has been prepared based on information gathered during literature searches, contributions of individual vocational teacher educators, inputs from the project planning committee and work session review panel, and the development effort and adaption by project staff of ideas thought most appropriate to the needs of vocational teacher education departments. The choice of the eight topics developed in each of these handbook sections was based on the stated needs of respondents to a national survey of vocational teacher education departments conducted as part of project activities for identifying existing business, industry, and labor linkages.

The development of the resource handbook for improving vocational teacher education department linkages with business, industry, and labor was guided by several basic objectives. These included a desire to:

1. Identify various types and sources of information appropriate to the business, industry, and labor interests of vocational teacher education departments;

2. Describe for vocational teacher educators appropriate ways to access and utilize selected business, industry, and labor information resources; and

3. Organize and present resource information in a way that encourages its use in meeting the business, industry, and labor linkage objectives of vocational teacher education departments.

The eight topics featured in the Resource Handbook sections include:

#1 Staff Development:
Creating a Staff Development Plan for Business, Industry, and Labor Involvement.

#2 Advisory Committees:
Utilizing Business, Industry, and Labor Advisory Committees.

#3 Cooperative Internships:
Establishing Cooperative Internship Programs Involving Business, Industry, and Labor.

#4 Personnel Exchange Programs:
Establishing Personnel Exchange Programs Involving Business, Industry, and Labor.

#5 Workshops:
Involving Business, Industry, and Labor Through Workshop Programs.

#6 Site Visits:
Conducting Business, Industry, and Labor Site Visits.

#7 Resource Persons:
Involving Resource Persons from Business, Industry, and Labor.

#8 Program Support:
Securing Program Support for Business, Industry, and Labor Involvement.

Resource Handbook Feedback

The development of this type of resource handbook series needs the continual input of fresh ideas and reactions in order to make the final product as useful as possible to vocational teacher educators. Inside the back cover of each of the Resource Handbook Sections there is a feedback reaction sheet for submitting your suggestions for improving business, industry, labor, and education linkages. Your ideas are wanted concerning:

1. Suggestions for other linkage ideas and approaches;
2. Linkage problems that are unique to various types/sizes of teacher education departments;
3. Suggestions for references and resource materials;
4. Identification of additional planning steps and procedures; and
5. Additional Comments.

Your professional contribution to cooperative efforts with business, industry, and labor is appreciated.

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Introduction

This part of the handbook section provides an overview of the site visit approach to utilizing business, industry, and labor inputs. The introduction begins with a need statement for the use of site visits in vocational teacher education programs, followed by a statement of the benefits and contributions of site visits to vocational teacher educators, an overview of the parts of this handbook section, and a list of objectives for department faculty that use this handbook section.

Need Statement

In an era of rapid technological change it is impossible for vocational teacher education departments to fully meet the instructional needs of all pre- and in-service teachers through use of existing on campus facilities. This is particularly important in vocational education service area occupations which require familiarity with the operation of specialized equipment, or unique processes and procedures used in the field. While it is not expected that the vocational education departments would attempt to duplicate an industrial quality work place, it is important that pre- and in-service teachers have sufficient exposure and/or experience in the work place in order that they will be able to in turn properly interpret the requirements of the work place to their students. Personal contacts with representatives of business, industry, and labor are one way of developing this needed awareness. There is a need for vocational teacher education departments to develop and utilize more effective linkages with business, industry, and labor.

Contributions / Benefits

Well planned site visits are an excellent way to familiarize department faculty and staff, and pre- and in-service teachers with new developments taking place in business, industry, and labor organizations. Site visits by individuals or groups provide a way of obtaining relevant information specific to the information needs of the participants involved. Such visits help broaden the perspective of participants regarding the type of work done in various occupations, as well as help up-date specific job information knowledge. Site visits provide an excellent way of supplementing the training opportunities and experiences that are available through the on-campus vocational teacher education facility.

Handbook Section Overview

Site visits, as defined in this section, encompasses all organized trips/tours to business, industry, and labor or other institutional sites. Such visits can involve students, in-service teachers, and faculty

members and have as their main goal the achievement of educational objectives. Work experiences are not included in this definition.

This handbook section is subdivided into the following parts:

- Introduction – This part of the handbook section contains a need statement, a statement of the contributions and benefits of this approach to the department faculty, an overview of the handbook section, and a list of objectives for the handbook section.
- The Site Visits Approach – Included in this part are descriptions of the basic activities that are common to most site visits.
- Alternative Approaches – Suggested alternative forms and procedures are presented in this section to aid departments in developing plans that are unique to their own situation.
- Administrative Details – Part of planning involves investigating and establishing policies and procedures. This part contains suggested items to consider.
- Planning Notes – This part is a step-by-step listing of ideas designed to help the faculty develop plans for the effective use of site visits by their department.
- Selected References – References in this part include sources of information used in the handbook section as well as additional references that may be helpful to your department.
- Resource Materials – The example materials contained in this part are illustrative of the types of materials you may be developing as part of your department's involvement with site visits.

Developmental Objectives

This handbook section is designed to promote vocational teacher education department *linkages with business, industry, and labor* through the use of site visit experience techniques. Based on reading about, adapting, and implementing of the strategies and techniques presented in this section, department staff will be able to more effectively:

1. Plan and implement site visits that provide needed linkage experiences;
2. Develop criteria for site visit selection based on department linkage goals.
3. Assess how well site visit experiences are being used by the department;
4. Select appropriate site visit strategies for your department;

5. Prepare a department plan or procedures for faculty and student utilization of site visits;

6. Locate and utilize available site visit opportunities and resource persons; and

7. Design and prepare appropriate aids to assist in planning, conducting, and evaluating site visit activities.

This handbook section is one of an integrated series of sections designed for vocational teacher education departments interested in more effectively utilizing local, national, or even international business, industry, and labor resources in their personnel development programs.

Site visits can be effectively used to achieve a broad range of objectives; however, one must be aware of the considerable time required to plan, evaluate, and schedule transportation and to arrange for alternatives.

The Site Visit Approach

The Site Visit Approach part of this handbook section will describe basic activities that are common to most site visits. Procedures for selecting sites, and planning and evaluating the visit will be described under Planning/Preparations Required. This will be followed by Resources Required, where budget and the role of a coordinator are discussed.

Planning / Preparation Required

Determine Needs and Objectives of Participants

A visit certainly can be worth the time, if it meets the specific needs of particular groups or individuals. Needs and objectives of faculty, staff, and pre- and in-service teachers may be met through site visit experiences that include:

- Examining company forms;
- Examining employment practices, management procedures, training programs, policies;
- Interviewing, interacting, exchanging ideas;
- Examining new industrial processes and developments or specific processes and developments;
- Experiencing real life situations not available in the institution;
- Updating knowledge about changes, new job requirements in your specialty field;
- Obtaining information about organization structures;
- Observing working environment, facilities, interactions;
- Opening communication to future placements, to achieve a positive public relations image; and
- Clarifying particular information or stimulating further research in your specialty area.

Select Site

Site selection should be based primarily on educational objectives; it should be one of the first steps used in planning a visitation. The department representative should examine which resources are actually available by using:

- Direct inquiries;
- Phone directories;
- Personal contacts; and
- Resource directories.

Information to be collected should include a description of:

- Site facilities;
- Types and names of personnel available;
- Types of activities available;
- Length of visit; and
- Best time available.

Sample forms for organizing a file of potential sites are included in Resource Materials (Figure 6.1 and 6.2).

If organizing a trip for a group of individuals, a pre-trip visit is advisable. A sample orientation agenda is included in Resource Materials (Figure 6.3).

Plan for the Visit

Funding. Determine the associated costs of the visit and determine available funds. Available funds can determine the extent and type of the visit. Obtain necessary travel vouchers for reimbursement.

Clearance. Investigate and obtain needed university clearances.

Travel. Decisions should be made as to method and cost of travel.

Participants. The following steps should be included in planning:

- Decide on size of group;
- Conduct pre-visit orientation to discuss key experiences to be provided by the visit, to determine personal objectives, and to discuss visit details such as time, cost, and follow-up; and
- The department representative might request each participant to contribute to the final evaluation (oral or written) and to submit a formal, written summary and evaluation of their experiences.

Site visit contact. Whenever a site has been selected, it is recommended that the department representative contact the host before arrival and make necessary arrangements.

Key points needing attention are:

- Contact host by telephone and follow-up letter;
- The department representative should have visitation objectives and information concerning the participants available;
- Obtain basic information about the host; it is recommended that the department representative preview the tour for educational soundness;
- Obtain packets of informative materials, if available, about the site for the participants;
- Discuss availability of resource materials that may be available to tour participants;
- If visitation is to last longer than one day, discuss accommodations;
- Have alternative plans available if problems should arise;
- Discuss date of travel and visitation itinerary. A sample itinerary is included in Resource Materials (Figure 6.4);
- Obtain clearance from the host for: photography, interviews, evaluation forms, and publicity;
- Discuss traveling, meals, parking aspects and related costs;
- Discuss clearance for any anticipated recording and photographs. Check on insurance coverage and safety precautions: and
- Send follow-up letter confirm details of trip. A sample confirmation letter is included in Resource Materials (Figure 6.5).

Conduct the Visit

Upon arrival. Check in with the appropriate contact person at the site. This person may or may not be your host. An orientation by the site host will usually be given.

Mid-visit summary. Experience has shown the desirability of a mid-visit conference with the department representative if possible. Use mid-visit conferences to determine the reactions of the participants to that point and if necessary correct or revise the remainder of the itinerary.

Final visit evaluation. Each participant or group should meet with the department representative and other persons who have been closely connected with this visit for a final evaluation before their return home; other questions which might be asked are:

- Are they satisfied with the visit?

- Have all questions been answered?
- Have educational objectives been achieved?
- Is more information needed to answer new questions that arose?
- Summarize highlights.

Follow-up to the Visit

The following items should be considered in follow-up to the visit:

- A thank-you note should be written to the host and/or institution by the visit coordinator and/or participants. A sample thank-you letter is included in Resource Materials (Figure 6.6);
- If the host has given consent, the department representative and/or participants may wish to follow up by developing some public relations material for the media; and
- If this is a course credit-related trip, previously agreed upon reports or follow-up activities should be developed.

Evaluation of the Visit

The following items should be considered in evaluation of the visit:

- Evalution involves input from:
  - The host. A sample host evaluation form is included in Resource Materials (Figure 6.7);
  - The participants. A sample participant evaluation form is included in Resource Materials (Figure 6.8); and
  - The group leaders or coordinator.
- Evaluations, if previously agreed upon, may be shared with the trip host;
- Evaluation should be based on the stated objectives of the visit;
- Evaluation also deals with the types and quality of experiences provided; and
- Evaluation is also concerned with the planning portion of the visit.

Resources Required

Funding

When determining funding availability the following alternatives should be examined:

- Department budget;
- Participants;
- Institution/university;
- Industry/business/labor;
- Outside organization—e.g., National Alliance of Businessmen; and
- Sharing cost.

Site Visit Coordination

One person should be assigned full responsibility for coordinating the details of planning, conducting, and evaluating the trip.

Develop a Resource File

An active, systematic file of possible sites for visits is one of the best aids in organizing visits. Card files have proven to be a useful approach to organizing and quickly retrieving needed information. See also the sample forms for organizing a file in Resource Materials (Figure 6.1 and 6.2).

Information to be collected includes:

- Subject area;
- Date of contact;
- Name/address/phone of organization;
- Number of visitors willing to host on a trip;
- Best time to contact;
- Amount of lead time required;
- Experiences available/including guide;
- Instructional materials available;

- Time required for visit;
- Special comments; and
- Evaluation comments.

Alternative Approaches

Alternative forms and procedures for planning and conducting site visits are presented in this section. Alternatives presented include types of visits, follow-up reports, and outcomes. Special themes/topics related to site visits are included at the end of this part of the handbook section. These suggestions should aid departments in developing plans that are unique to their own situation and needs.

Other Procedures / Purposes

Types of Visits

A visit may be organized:

- To visit (bus tours) large industries in a number of states, perhaps planned in cooperation with state associations or other appropriate sources;
- Within the local community involving business, industry, or labor;
- Within the institution itself or another institution;
- With the help of industry-education councils to schedule a number of summer tours of industry; and
- U.S. citizens desiring to visit foreign business, industry, labor, and/or vocational education institutions or vice-versa.

Visits can be adapted and scheduled to help meet various needs, and should be encouraged if they are a superior alternative to achieve educational objectives.

Group or Individual Itineraries

A field trip may be organized for individuals or small groups of participants. On the basis of past experience, there is a need to consider whether visitors should come in groups or whether they should have individual itineraries. The arguments against a large group itinerary have been that:

- It is less flexible; and
- Group participants are not in a position to ask questions and explore as freely as they can individually.

Most hosts feel favorable towards small groups that have specific leaders. Small groups can also have different objectives and can be subgrouped to visit different activities.

Individual site visits are beneficial when:

- A visit can be tailored to the individual needs;
- Such a visit might serve as the basis for an individual project; and
- A person is seeking specific information through an interview.

Group site visits are beneficial when:

- Many individuals can benefit from the same field experience;
- Many aspects can be observed at the same site;
- It involves a group project; and
- Many viewpoints are desirable.

Alternative Follow-up Reports

When visits are conducted as a course credit related activity, follow-up reports are often included as part of the requirements. Some alternative approaches that have been successfully used are as follows:

- Oral report to peers, administration;
- Taped report;
- Slides;
- Written report based on previously set guidelines;
- Lessons based on information gained in trip;
- A 3-D product showing concepts or information gained on trip; and
- Organize resource material collected at site that may be used in instructional activities, donated as reference material to the local library, etc.

Alternative Outcomes

Alternative outcomes from site visits may include:

- Credit for certificate renewal and/or college credit for a degree program;
- Updating of knowledges and/or skills;

- Establishing contacts for future work experience sites, resource persons, advisory committee members;
- Good public relations; and
- Establishing communication lines for future exchange of services.

Special Themes / Topics

In promoting alternative approaches for the use of site visits as a way of developing the background experiences of staff and pre- and in-service teachers, it is useful to explore the various ways of using this technique. Included below are some suggestions for themes, topics and groups that might be included in field site visits involving business, industry, and labor representatives. This is the start of a brainstorming list; you are encouraged to add to it:

1. Consider both the technical information and general staff development needs of department members;
2. Visit/participate in the meetings of local and statewide business, industry, and labor groups;
3. Establish monthly contact tour experience for the department or service area staff;
4. Visit apprentice training school programs;
5. Visit military training programs and facilities;
6. Hold department meetings at an off-campus business/industry/labor location;
7. Visit business, industry training facilities;
8. Visit vocational teacher education departments in other universities;
9. Visit other university departments providing business, industry, labor related programs;
10. Visit OSHA area office and/or state agency responsible for industrial safety and hygiene programs; and
11. Attend Department of Labor sponsored state or regional apprenticeship conferences.

Use the remaining space to add your own ideas.

Administrative Details

This part of the handbook section contains suggested items to consider in investigating and establishing policies and procedures. These items are followed by a Planning Steps Checklist which gives an overview of the major items to be considered in planning for site visits.

Examine Existing Policy / Procedures

Policy

Identify university policies in relation to funding, reimbursement, insurance, and clearances.

Safety

The Occupational Safety & Health Act, referred to as OSHA, is a national law which requires management and employees to observe specific safety rules for the purpose of maintaining a safe work environment for all concerned. Since management is subject to potential heavy fines plus other penalties if a valid effort is not made to enforce OSHA safety rules, you may be asked to follow safety rules and/or precautions such as: wearing earplugs in high decibel areas, wearing safety glasses, wearing helmets, or wearing safety shoes.

Establish Policy / Procedures

Time

Time is needed to establish contacts with business, industry, and labor organizations:

- Participants may have tight schedules;
- Time is required to travel to and from site; and
- If a visit is being conducted for a group, time is required to preview the site.

Needs

The extent to which individual objectives are met is limited by the realities of the experiences available.

The extent to which individual objectives are met is limited to the amount of learning that can occur through observation and interviewing.

Planning Steps Checklist

The purpose of the Planning Steps Checklist is to give an "at a glance" listing of the major specific items that are involved in planning for the use of site visits to increase business, industry, and labor inputs into vocational teacher education programs.

- ☐ Develop and maintain site visit resource file
- ☐ List needs of potential visit participants
- ☐ List objectives of visit
- ☐ Determine sources of funding
- ☐ Determine if credit is part of plan; take appropriate action
- ☐ Inform interested potential participants about visit
- ☐ Investigate and obtain needed clearances
- ☐ Determine essential information for potential site visit
- ☐ Develop list of participants
- ☐ Determine size of participant group
- ☐ Plan transportation
- ☐ Plan accommodations
- ☐ Determine insurance coverage
- ☐ Determine total costs associated with visit
- ☐ Develop visit itinerary
- ☐ Write follow-up letter confirming details of visit
- ☐ Determine if reports will be required from participants
- ☐ Conduct pre-visit orientation

- ☐ Conduct evaluation with trip host
- ☐ Conduct evaluation with participants
- ☐ Write thank-you letter to host organization
- ☐ Conduct follow-up activities

Planning Notes

This part of the handbook section is designed to assist you in working out plans for the effective use of site visit activities/approaches by your department. These points are based on the specific items identified in the Planning Steps Checklist. The purpose of these Planning Notes worksheets is to focus attention on gathering information, organizing details, and defining department objectives that are critical to involving business, industry, labor representatives in this type of activity/approach.

List of Planning Notes Topics:

1. Identify Sites:
   What are some potential sites for visits that I need more information on?

2. Identify Objectives:
   What are some departmental/school objectives that could be met by site visits?

3. Determine Funding:
   What are possible departmental/school sources of funding for site visits?

4. Examine Credit Plans:
   Will credit be associated with the visit?
   What is the associated paperwork?

5. Identify Participants:
   Who will be involved in the site visit?
   How many participants will be involved?

6. Make Plans for Participants:
   What information is needed about accommodations?
   What information is needed about transportation?

7. Examine Clearances/Procedures:
   What are the departmental/school/institutional clearances required?

8. Develop Visit Itinerary:
   What details need to be discussed with the potential host?

9. Plan Evaluation:
   What do I want to find out from post-visit evaluations?

10. Prepare for Follow-Up:
    What information do I need for follow-up thank-you note to the company/agency?
    What follow-up reports might be required for this visit?

Planning Notes

1. Identify Sites

What are some potential sites for visits that I need more information on?

2. Identify Objectives

What are some departmental/school objectives that could be met by site visits?

3. Determine Funding

What are possible departmental/school sources of funding for site visits?

4. Examine Credit Plans

Will credit be associated with the visit?
What is the associated paperwork?

5. Identify Participants

Who will be involved in the site visit?
How many participants will be involved?

6. Make Plans for Participants

What information is needed about accommodations?
What information is needed about transportation?

7. Examine Clearances/Procedures

What are the departmental/school/institutional clearances required? (insurance, etc.)

8. Develop Visit Itinerary

What details need to be discussed with the potential host?

9. Plan Evaluation

What do I want to find out from post-visit evaluations?

10. Prepare for Follow-Up

What information do I need for follow-up thank-you note to the company/agency?
What follow-up reports might be required for this visit?

Selected References

This part of the handbook section lists selected reference materials that pertain to the effective use of site visits. In addition to these materials, each service area has a multitude of organizations and publications that are related to that particular service area. The library should be helpful in identifying these. You are encouraged to add to this list.

Print Materials

Dale, Edgar. *Audiovisual Methods in Teaching.* 3rd Edition. New York, New York: Holt, Rinehart, and Winston, 1969.

The Center for Vocational Education. *Module C-1 Direct Field Trips.* Professional Teacher Education Module Series. Athens, Georgia: American Association for Vocational Instructional Materials, 1977.

The Williams-Steiger Occupational Safety and Health Act of 1970. Occupational Safety and Health Administration, Washington, D. C., U. S. Dept. of Labor.

Resource Materials

The example materials illustrated in this part are designed to be adapted and used selectively as your situation dictates. The purpose of these materials is to show a variety of standard forms, letters, suggested procedures, and other similar aids that would be useful to vocational teacher education departments in promoting and developing improved linkages with the business, industry, labor community in their area.

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6.1 Log of Site Visit Possibilities

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6.6 Sample Thank-You Letter to Host

6.7 Evaluation of Visit by Tour Host

6.8 Participant Evaluation of Visit

LOG OF SITE POTENTIAL VISITS

Name of Site Address	Contact Person	Telephone	Area of Interest

Figure 6.1 Log of Site Visit Possibilities

Resource File Card

Name of Organization _____
Date of Contact _____
Address _____
Phone _____
Contact Person _____
Number of visitors able to accomodate _____
Best time to contact _____
Amount lead time required _____
Time required for visit _____
Expenses available _____
_____
_____

(back)

Special comments/evaluation:

Figure 6.2 Resource File Card

SAMPLE AGENDA FOR PRE-VISIT ORIENTATION

Orientation and Planning Session

(Industry/Company Name)

9:00	Arrival
9:15	Introduction and welcome
	Overview of company's capabilities
	Overview of sector's capabilities
9:45	(Film)
10:15	Informal discussion and coffee
10:30	Tour company
12:00	Lunch
1:15	Discuss guidelines and itinerary for participants
3:00	Adjourn

Figure 6.3 Sample Agenda for Pre-Visit Orientation

ITINERARY

(company/business name) (date)

Schedule Summary

8:15	Arrival to Site-Coffee
8:30	Welcome and Introductions
	Purpose and Goals of Visit
	Guidelines for participants -Break up into groups
9:00	Overview and tour of company facilities
11:30	Feedback and Discussion for first half day visit
12:00	Lunch
1:15	Breakup group
1:30	In-depth observation and exploration of a specific department or interest areas as agreed upon previously
4:00	Discussion - Feedback for second half day visit
4:30	Express Appreciations
5:00	Adjourn - Return to base

Figure 6.4 Sample Instructor Visit Itinerary

(Letterhead)

(Date)

(Inside address)

Dear :

The Vocational Education Department at (name) University will be sponsoring an industrial tour for vocational teachers this summer. The goal of this effort is to familiarize in-service teachers and university faculty members with modern management and manufacturing techniques within specific departments. The long range objective of this visitation is to foster closer vocational ties with the private sector.

As a follow-up to our recent telephone conversation of a week ago, the following schedule is the agreed upon itinerary for the day of our visit.

We appreciate your interest, and willingness to participate in the visitation and look forward to meeting with you on (date). If you have any questions or problems that might occur, please contact me at (phone number).

Sincerely

(name)
Chairperson

Enclosure: agenda

Figure 6.5 Sample Letter Confirming Details of Visit

(Letterhead)

(Date)

(Inside address)

Dear :

On (date), faculty members of the Vocational Teacher Education Department of (name) University visited your plant to tour the facility and observe new manufacturing techniques. We wish to acknowledge the cooperation of (name) of your company who acted as our host. The experiences he provided to the participants were very beneficial and the visit was an enjoyable experience for all.

We appreciate the cooperation of the management in giving us your time and effort. Thank you for your support.

Sincerely,

(name)

Chairperson

Figure 6.6 Sample Thank-You Letter to Host

EVALUATION OF VISIT BY TOUR HOST

1. Name of Business: _____

2. Name of Host: _____

3. Title: _____

4. Coordinator's Name: _____

5. Do you feel the objectives for this visit were explicit?

__ Poor __ Satisfactory __ Good __ Very Good

6. Do you feel the visiting group was given full opportunity to achieve set objectives? __ Yes __ No
Comments:

7. Overall arrangements were well organized? __ Yes __ No
Comments:

8. Rate this visit from your personal viewpoint

__ Unsatisfactory
__ Satisfactory
__ Very Satisfactory

9. What are some positive aspects of this visit?

_____

_____

_____

10. What aspects of the visit you feel need restructuring, if it is to be attempted at some future time?

_____

_____

_____

11. Would you be interested in obtaining feedback from the participants?

__ Yes __ No

Figure 6.7 Evaluation of Visit by Tour Host

PARTICIPANT EVALUATION OF VISIT

1. Name of Business: _____

2. Date held: _____

3. Have you received all necessary documentation prior to visit?

   __ Yes __ No

   Comments: _____

   _____

   _____

4. How well was this visit organized?

   __ Very well __ well __ not well

5. Were the objectives for this visit understood by you?

   __ Yes __ No

6. How well has this visit helped you achieve your set objectives?

   __ Very well __ well __ not well

7. List below the strong points and weak points of this visit:

STRONG POINTS	WEAK POINTS
1.	1.

8. Did you have an opportunity to interact with company personnel?

   __ Yes __ No

9. Was enough time allowed for this visit? __ Yes __ No

10. What are your recommendations for future use of such a visit?

    _____

    _____

11. Additional Comments (if necessary)

Figure 6.8 Participant Evaluation of Visit